



# **FILM & TV 2 and 3 HIGH SCHOOL ACCOMPLISHED/ADVANCED**

## **ACADEMIC & PROFESSIONAL SKILLS STANDARDS**

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**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by the Governing Board  
December 12, 2023

# STANDARDS FOR FILM & TV

## FILM & TV 2 and 3

### HIGH SCHOOL ACCOMPLISHED/ADVANCED

Film & TV 2 provides students with the skills and knowledge to master lighting, camera operation, visual composition, storytelling, basic audio production and editing. The students produce specially designed video projects that apply technical knowledge and skills in production of television programs. Focused instruction in 21st century learning skills include leadership, productivity, teamwork, digital-age literacy, technology & tools, critical & creative thinking, and data analysis. Other important video production skills include interviewing, scripting, advertising techniques, studio operation, and audience analysis. Basics of copyright law and broadcast ethics are also included.

Film & TV 3 builds on the skills learned in Film & TV 2. The course provides a focus on creating, critiquing, and producing industry level productions that will meet the needs of clients or be submitted for competition. This advanced class will expect students to work independently or as a team to produce live stream and/video productions, and will require additional after-school hours at the high school. Students will apply the skills toward real-world experiences while participating in a job shadowing experience with local industry. Film and TV 3 students are responsible for evaluating potential job shadowing placements, submitting a letter of intent, and ensuring completion of all appropriate paperwork prior to the beginning of the academic year. Adobe certification will be offered to all Film & TV 3 students.

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#### PRODUCTION SKILLS – EQUIPMENT, TOOLS AND TECHNOLOGIES

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- FT2-3.1.1 Analyze equipment, tools, and technologies used in film and television productions. (Y2 & Y3)
  - Utilize different types and uses of digital cameras, equipment, and accessories (e.g., tripod, monopod, DSLRs, smartphones, and studio vs. ENG). (Y2 & Y3)
  - Utilize industry standard audio editing software to meet requirements of final product (i.e., Adobe Audition CC, Audacity, Avid Pro Tools, Apple Logic Pro X, GarageBand, etc.). (Y2 & Y3)
  - Utilize industry standard video editing software to meet requirements of final product (i.e., AVID, Final Cut Pro X, Adobe Premiere Pro, MAGIX Video Pro X, Hitfilm Pro, etc.). (Y2 & Y3)
  - Demonstrate proper cable management techniques (e.g., over-under method, tape down cables, and cable deployment) (Y2 & Y3)
  - Explain the function of industry standard audio equipment and accessories (i.e., microphones, mixing boards, cabling, XLRs, etc.). (Y2 & Y3)
  - Distinguish among industry standard lighting equipment and accessories for the task (i.e., internal, external, three-point lighting, tungsten, fluorescent, LED, light stands, filters, diffusers, gels, barndoors, etc.). (Y2 & Y3)
  - Identify industry standard cabling, assembly, and connection types (i.e., microphone, speaker, lighting, video, rigging, multiwire, adaptors, extensions, connectors, etc.). (Y2 & Y3)
  - Utilize industry standard grip and gaffing equipment (i.e., lighting and electrical supplies, rigging supplies and hardware, specialty tapes, etc.). (Y2 & Y3)
  - Evaluate project needs and recommend appropriate digital tools. (Y2 & Y3)
    - determine what electronic information is needed to access and manipulate (Internet, hardware, software, input, output, flash drive)
    - differentiate and use appropriate measurement tools for media applications
    - resize to fit format (ratios)
    - select digital formats for the correct media measurements
    - appropriately apply timing and mathematical solutions
  - Create digital media products (required: interactive media, podcast/vodcast, video and audio productions, DVDs). (Y2)
    - capture and properly prepare digital images (color mode, resolution, file format, audio quality)
    - use appropriate electronic publishing software and output devices

- Produce media using various production platforms (required: broadcast television, podcast, video/audio for presentation, Internet streaming, DVD) (Y3)
  - use Internet for file transfer (e.g., Drop Box) (Y2)
  - select format for digital delivery (Y2)

## STORY DEVELOPMENT AND DELIVERY – STORY AND SCRIPT

- FT2-3.2.1 Develop a story and script. (Y2 & Y3)
  - Apply the main types of writing styles (e.g., expository, descriptive, persuasive, and narrative) to a script. (Y2 & Y3)
  - Create projects using different types of conflict (e.g., person vs. self; person vs. person; person vs. environment). (Y2 & Y3)
  - Translate a written story into a visual medium through composition and framing. (Y2 & Y3)
  - Work with a team to develop and refine a story idea (i.e., beginning, middle, and end; character development; story arc; etc.). (Y2)
  - Describe the difference between a film script and a television script's structure. (Y2)
  - Create a story using the television screenplay format. (Y2)
  - Use a created storyboard to develop an intentionally framed and composed project. (Y2)
  - Sequence a story outline in beat sheet format to include elements of writing (e.g., setting, characters, point of view, plot, conflict and resolution, and theme). (Y2)

## STORY DEVELOPMENT AND DELIVERY – CINEMATOGRAPHY TECHNIQUES

- FT2-3.2.2 Apply cinematography techniques. (Y2 & Y3)
  - Apply compositional techniques with a camera to generate emotional responses (e.g., rule of thirds, leading lines, framing, balance, continuity, background, foreground, headroom, lead room, and depth of field). (Y2 & Y3)
  - Apply manual camera settings for creativity in photos (e.g., shutter speeds, ISO, aperture, color temperature, and frame rate). (Y2 & Y3)
  - Utilize industry-standard shot types and angles to tell a story (e.g., establishing long, wide, full, medium, close-up, extreme close-up, three-quarter, over-the-shoulder, two-shot, three-shot, group, insert, master, cutaway, birds-eye, high angle, low angle, and Dutch angle). (Y2 & Y3)
  - Generate emotional responses with industry standard dynamic shot types (i.e., dolly, dolly zoom, truck, tracking, rackfocus, jib, parallax, reverse angle, pan, tilt, zoom, etc.). (Y2)
  - Utilize camera techniques for production according to project format requirements (Y2 & Y3)
  - Combine elements of design in media projects (color, value, line, shape, form, texture, space). (Y2 & Y3)
  - Combine fundamentals of color theory in digital media (i.e., visible spectrum, additive color, subtractive color, simultaneous contrast, quality of light: brightness, contrast, shadow detail, angle of light, color, saturation). (Y2)
  - Explain how elements, principles, and color theory apply to the content and meaning of the work. (Y2 & Y3)

## STORY DEVELOPMENT AND DELIVERY – MARKETING AND DISTRIBUTION OF VIDEO

- FT2-3.2.3 Deliver, market, and distribute video. (Y2 & Y3)
  - Apply varied packaging and formatting for the product. (Y2)
  - Utilize potential marketing ideas and platforms (i.e., networking, conventional and unconventional media, etc.). (Y3)
  - Evaluate effectiveness of products for multiple audiences and contexts. (Y2 & Y3)
  - Export film in line with project and marketing identity. (Y2 & Y3)

- Describe potential marketing ideas and platforms (i.e., networking, conventional and unconventional media, etc.). (Y2 & Y3)

## **MEDIA INDUSTRY AND PROFESSIONALISM – COMMUNICATION MEDIA TECHNOLOGIES INDUSTRY, ITS BUSINESS PRACTICES, AND ROLE IN THE ECONOMY**

- FT2-3.3.1 Analyze the film and television industry, its business practices, and role in the economy. (Y2 & Y3)
  - Research the role of film and television in the media industry and its impact on society and the economy (e.g., education, entertainment). (Y2 & Y3)
- FT2-3.3.2 Describe effective business practices in the film and television industry (i.e., marketing practices, diversity and inclusion in the workplace, cultural awareness, impartial and fair treatment of all employees, time management, customer service). (Y2)
- FT2-3.3.3 Describe professions that comprise the film and television industry (i.e., animation, broadcasting, filmmaking, graphic design, illustration, music audio productions, photography, publishing, etc.). (Y2 & Y3)
- FT2-3.3.4 Examine how the relationship among marketing, sales, and production affects profitability. (Y2)
- FT2-3.3.5 Describe how diversity (cultural, ethnic, multigenerational) and ethics affect the selection of projects and programs. (Y2)
  - Conduct research on the role of film and television in the communication media technologies industry.
    - Perform responsibilities of the professions that comprise the film and television industry (i.e., animation, broadcasting, filmmaking, graphic design, illustration, music audio productions, photography, publishing, etc.). (Y2)
  - Demonstrate how the field of film and television impacts society and the economy in our community. (Y2)
  - Examine the differences each social media platform has on visual media (Y2)
  - Describe how diversity (cultural, ethnic, multigenerational) and ethics affect the selection of projects and programs. (Y2)
  - Describe effective business practices that contribute to the film and television profession. (Y2 & Y3)
  - Apply the varying professions in the media industry and visual production into my own productions. (Y2 & Y3)

## **MEDIA INDUSTRY AND PROFESSIONALISM – ETHICAL AND LEGAL ISSUES**

- FT2-3.3.6 Analyze ethical and legal issues related to the communication media technologies (film and television) industry. (Y2 & Y3)
  - Differentiate between legal and ethical standards as they apply to decision-making in the film and television professions.
- FT2-3.3.7 Describe laws, organizational ethics, and code of ethics (e.g., libel, slander, FCC rules, Freedom of Information Act, workplace rights, American Disability Act, and issues of discrimination) that create goodwill and trust. (Y2)
  - Discuss current legal and ethical issues in the film and television professions and their personal and business implications. (Y2 & Y3)
  - Explain libel, privacy, censorship, and first amendment rights. (Y2)
  - Explain the differences among copyright, intellectual property, proprietary rights, software licensure, and Creative Commons license. (Y2)
  - Demonstrate proper application of fair use (i.e., authorships, credit lines, parody, news reporting, criticism and commentary, etc.) (Y2)
  - Research the role of unions (e.g., SAG, WGA, DGA) in the visual media (film and television) industry. (Y2)

## **MEDIA INDUSTRY AND PROFESSIONALISM – FACTORS THAT CONTRIBUTE TO PERSONAL SUCCESS**

- FT2-3.3.8 Analyze factors that contribute to personal success in the film and television industry. (Y2 & Y3)
  - Discuss media communications businesses (e.g., radio, television, internet, industrial) and how they affect society. (Y2)
  - Use career search websites to research potential career paths (e.g., indeed.com, glassdoor.com, salary.com). (Y2)
  - Prepare and deliver a presentation using terminology standard to the film and television industry. (Y2 & Y3)
  - Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others. (Y2 & Y3)
  - Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy. (Y2 & Y3)
  - Demonstrate written, verbal, and non-verbal communications that are appropriate to the target audience and situation. (Y2 & Y3)
  - Apply formatting, editing, and proofreading skills to all forms of writing. (Y2 & Y3)
  - Utilize interpersonal skills when communicating with colleagues, clients, and vendors (i.e., active listening, empathy, body language, openness, negotiation, problem-solving, conflict resolution, assertiveness, positive attitude, etc.) to achieve a commonly desired outcome (Y3)
  - Create different types of résumés (e.g., chronological, functional, combination, targeted, and creative). (Y2 & Y3)
  - Demonstrate considerations for résumé format (i.e., simple font; plenty of white space; personalize and customize to reflect your skills and abilities, etc.) (Y2 & Y3)
  - Demonstrate respect for personal and professional boundaries (distinguish between personal and work-related matters). (Y2 & Y3)
  - Use appropriate technologies and social media to enhance or clarify communications (i.e., using professional etiquette for web-, email-, and social media-based communications; uphold the brand, if applicable). (Y2 & Y3)
  - Develop a goal-oriented career plan with actionable steps (i.e., self-assessment, career exploration, decision-making, taking action). (Y2 & Y3)
  - Demonstrate professional “dress for success” standards and practices for the film and television industry (i.e., company dress code, business formal, business professional, business casual, casual). (Y3)
  - Create various types of professional portfolios for various purposes (i.e., working portfolios, display portfolios, assessment portfolios, etc.); organized collection of relevant writing, graphics, and projects; artifacts showcasing talents and relevant skills; and summary of professional growth). (Y3)

## **MEDIA INDUSTRY AND PROFESSIONALISM – ROLES AND RESPONSIBILITIES FOR CAST AND CREW**

- FT2-3.3.9 Determine the roles and responsibilities for the cast and crew in film and television productions. (Y2 & Y3)
  - Apply the hierarchy of the production crew (e.g., Executive Producer, Producer, Director). (Y2 & Y3)
  - Describe the responsibilities of the cast (i.e., create character before filming, create character's back story, research for screen performance, memorize lines, know the story, portray written character, etc.). (Y2)
  - Perform the duties and tasks of the production crew. (Y2 & Y3)
  - Audition the cast, or talent, in production (i.e., actors, singers, dancers, musicians, models, etc.). (Y2)
  - Describe and sell the vision of the project to cast, crew and financiers. (Y3)
  - Establish production protocols (i.e., on-set, off-set, on-location) for the cast and crew. (Y2 & Y3)

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## **MEDIA INDUSTRY AND PROFESSIONALISM – INDUSTRY SAFETY PROCEDURES**

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- FT2-3.3.10 Comply with safety standards and regulations specific to OSHA in the classroom and on location for personal safety and the safety of others. (Y2 & Y3)
- FT2-3.3.11 Demonstrate proper use, maintenance, and care of all equipment and tools. (Y2 & Y3)
  - Follow safety standards in the classroom and on location. (Y2 & Y3)
  - Safely operate equipment and related accessories. (Y2 & Y3)
  - Properly care for and maintain equipment and related accessories. (Y2 & Y3)
  - Develop a safety plan for foreseeable dangers of a production. (Y2 & Y3)
  - Recommend and apply safety precautions for job-sit hazards. (Y2 & Y3)
  - Explain what consequences can occur if safety standards are not met. (Y2 & Y3)

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## **MEDIA ARTS – CREATING (Conceive, Develop)**

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- FT2-3.4.1 Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes. (Y2 & Y3)
- FT2-3.4.2 Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context. (Y2 & Y3)
- FT2-3.4.3 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes. (Y3)
- FT2-3.4.4 Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations. (Y3)
- FT2-3.4.5 Perform pre-production tasks. (Y2, Y3)
  - propose a project to include project needs, purpose, target audience, delivery method, logistics, budget and schedule. (Y2, Y3)
  - present a proposal based on project scope (i.e., budget, schedule, logistical requirements, etc.). (Y2, Y3)
    - Pitch a logline to sell my project. (Y2)
    - Create industry-standard forms (i.e., contracts, release forms, production forms, production insurance forms, etc.). (Y2 & Y3)
    - Conduct substantial formal and informal research to collect information about project needs. (Y2 & Y3)
    - Design and present a formal proposal that includes project needs and project scope. (Y2 & Y3)
    - Create a pitch to assemble cast and crew according to project needs. (Y2 & Y3)
    - Write properly formatted script, emphasizing a reliable schedule and budget (i.e., font and size, margins, spacing, CAPS vs. no CAPS, scene description, location headings, character headings, dialogue, etc.). (Y2 & Y3)
    - Create a properly formatted storyboard and shot list for each scene (i.e., determine aspect ratio, sketch subjects, draw background, arrows for motion, camera movement, shot numbers, etc.). (Y2 & Y3)
    - Secure and present locations that fulfill the needs of the production (i.e., reference photographs and video, lighting and sound, power requirements, etc.). (Y3)

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## **MEDIA ARTS – CREATING (Construct)**

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- FT2-3.5.1 Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (Y2)
- FT2-3.5.2 Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts. (Y2)



- FT2-3.5.3 Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization. (Y3)
- FT2-3.5.4 Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts. (Y3)
  - Explain the reasoning behind each creative decision and how this works to serve the final vision of the project. (Y2 & Y3)
  - Utilize feedback and self-evaluation to refine and revise the creative work consistently. (Y2)
  - Demonstrate and articulate an intentional style and aesthetic qualities related to the goals of the project. (Y2 & Y3)
  - Collaborate and convey expectations with talent (e.g., rehearsing, blocking, lighting, modifying, directing, shooting). (Y3)
  - Perform the duties of Director and give accurate and effective notes to talent (e.g., disseminate commands and information to cast and crew, and execute creative vision). (Y2)
  - Perform the duties of each production role (i.e., camera operator, sound operator, grip, gaffer, on-air talent, etc.). (Y2 & Y3)
  - Determine what styles and tones can be combined to produce the ideal project per the intended audience. (Y2 & Y3)
  - Provide script and feedback notes to peers that uses appropriate industry language, to assist in project development. (Y3)

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## **MEDIA ARTS – PRODUCING (Integrate, Practice)**

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- FT2-3.6.1 Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. (Y2)
- FT2-3.6.2 Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions. (Y2)
- FT2-3.6.3 Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions. (Y2 & Y3)
- FT2-3.6.4 Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. (Y3)
- FT2-3.6.5 Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions. (Y2 & Y3)
- FT2-3.6.6 Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. (Y3)
  - Utilize various art forms to create a unified piece of media. (Y2 & Y3)
  - Demonstrate how knowledge and skills have improved through various roles in film and television projects. (Y3)
  - Utilize and master appropriate software and tools to achieve specific results. (Y3)
  - Develop a project that experiments with the normative forms. (Y2)
  - Apply concepts of management and technical skill to adapt to complex production problems. (Y2 & Y3)
  - Create a project that demonstrates knowledge of a transdisciplinary production. (Y3)

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## **MEDIA ARTS – PRODUCING (Present)**

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- FT2-3.7.1 Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation. (Y2 & Y3)
- FT2-3.7.2 Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues. (Y2 & Y3)
  - Convey artistic expression and sensation of story in a soundscape [e.g., Foley, Audio Dialogue Replacement (ADR), sound effects, soundtrack, room tone, NAT sound, and voiceover]. (Y2 & Y3)
  - Explain Compression Decompression Algorithms (CODECs) for quality digital and video file formats. (Y2)
  - Apply timing and pacing techniques to a story timeline. (Y2)

- Curate collections of film and television artworks, tailoring choices to multiple formats, audience expectations, and contexts. (Y2 & Y3)
- Import and organize media to create an efficient workflow (i.e., assemble, review, share, etc.). (Y2)
- Determine if footage meets pre-production storyline goals. (Y2 & Y3)
- Create multiple cohesive rough cut that can be adjusted and revised. (Y2 & Y3)
- Perform advanced editing techniques using industry standard software (e.g., cuts, trims, color correction, cropping, audio leveling, key framing, chroma key, transitions, compositing, continuity, and fades). (Y2 & Y3)
- Implement legal and appropriate audio into a project that is intentional and elevates the artistic expression. (Y2 & Y3)
- Create effective titles, text, and graphics. (Y3)
- Compare various ways of presenting video/film in order to choose an appropriate context. (Y2 & Y3)
- Utilize proper safe zone area and aspect ratios for product delivery. (Y2 & Y3)
- Create and present showcases of videos for review, critique, and presentation. (Y3)
- Utilize feedback to improve presentation methods. (Y2 & Y3)
- Manage and produce an in-person showcase of a collection of work. (Y2 & Y3)
- Select advanced editing techniques using industry standard software. (Y2 & Y3)
  - trim video clips and places them on timeline
  - combine transitions and effects
  - record, edits, and fits voice-overs into projects when necessary
  - add music and sound effects as needed
  - export video in a variety of formats
  - composite video (blends multiple video tracks to create a variety of visual appearances and special effects)
- Delineate between applicable formats (required: DVNTSC, HDV, ProRes, QuickTime Movie, AVI, H.264, Divx, MPEG 1,2,3&4, ACC, AIF, WAV, JPEG, PICT, TIFF, PNG) and save and or convert to applicable formats. (Y2 & Y3)

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## **MEDIA ARTS – RESPONDING (Perceive, Interpret, Evaluate)**

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- FT2-3.8.1 Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact the audience. (Y2 & Y3)
- FT2-3.8.2 Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception. (Y2)
- FT2-3.8.3 Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. (Y2 & Y3)
- FT2-3.8.4 Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications. (Y3)
- FT2-3.8.5 Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias. (Y2 & Y3)
  - Create work that communicates specific ideas through the use of various components, style, and preferences. (Y2, Y3)
  - Describe how the personal experience influences the filmmaking intention of the work. (Y3)
  - Create a rubric of relevant criteria for assessing a product at different design stages. (Y2)
  - Critique products/designs for their intent and meaning using personal and cultural contexts. (Y2 & Y3)
  - Assess how a product met artistic goals at distinct phases of production using specific criteria. (Y2 & Y3)
  - Analyze how differing artworks impact different audiences. (Y2 & Y3)



## MEDIA ARTS – CONNECTING (Synthesize, Relate)

- FT2-3.9.1 Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. (Y3)
- FT2-3.9.2 Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. (Y2 & Y3)
- FT2-3.9.3 Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences. (Y2)
- FT2-3.9.4 Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. (Y2 & Y3)
- FT2-3.9.5 Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. (Y2 & Y3)
  - Create films and videos that comment on global, cultural, and interpersonal perspectives. (Y2 & Y3)
  - Determine how different forms of media expand knowledge and create cultural experiences. (Y2)
  - Develop ideas and create products based on interests and/or personal, community, and cultural experiences. (Y2, Y3)
  - Analyze the effects of various venues or contexts on a product. (Y2)
  - Explain how the personal experiences and decisions of the creator influenced the impact of a product on the community. (Y3)

## PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

- FT2-3.10.1 Represent the school [organization] in a positive manner, demonstrating the school's [or organization's] mission and core values.
  - Communicate the mission and core values of the school [or organization].
  - Perform my work with a positive attitude.
- FT2-3.10.2 Demonstrate professionalism in the workplace (being on time, proper dress, courteousness).
  - Follow protocol(s) related to behavior, appearance, and other expectations.
  - Explain the importance of “dress for success.”
- FT2-3.10.3 Demonstrate respect for personal and professional boundaries.
  - Distinguish between personal and work-related matters.
- FT2-3.10.4 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
  - Address challenges with sensitivity.
- FT2-3.10.5 Produce high-quality work that reflects professional pride and organizational values, and contributes to organizational success.
  - Create work products in a timely manner that are high quality and positively represent the organization.
- FT2-3.10.6 Take initiative to develop skills and improve work performance.
  - Identify and apply strategies to improve my performance.

## PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- FT2-3.11.1 Describe current legal issues in the field of film and television.

- Explain current legal issues in the field of film and television and their implications in the workplace.
- FT2-3.11.2 Observe laws, rules, and ethical practices in the workplace.
  - Comply with required laws and regulations in the workplace, including employment laws and policies.
  - Apply policies and procedures of the organization based on organizational training(s).
  - Manage and use organizational resources prudently and responsibly.
  - Protect the organization's intellectual and physical property.
- FT2-3.11.3 Follow industry safety standards in the classroom to maintain a safe work environment.
  - Demonstrate safety standards in the classroom.
  - Apply procedures for reporting unsafe and hazardous conditions in the workplace.

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## PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

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- FT2-3.12.1 Communicate effectively in a diverse work environment (i.e., style, format, and medium appropriate to audience/culture/generation, purpose and context; accuracy; use of appropriate technical/industry language; to resolve conflicts; address intergenerational differences/challenges; persuade others).
  - Use appropriate verbal and nonverbal modes of communication.
  - Address communications in a style that is appropriate to the audience and situation.
  - Respond in a timely manner to communications.
- FT2-3.12.2 Writes and speaks using language(s) required by the employer.
  - Present and deliver content accurately and confidently.
  - Proof and edit all communications based on [organizational] standards.
  - Use documentation (e.g., itineraries and schedules) to plan and meet client needs.
- FT2-3.12.3 Use appropriate technologies and social media to enhance or clarify communication.
  - Use professional etiquette and follow applicable laws and regulations for web-, email-, and social media-based communications.
  - Verify the accuracy of information and authority of sources.
- FT2-3.12.4 Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others.
  - Demonstrate appropriate active listening skills.
- FT2-3.12.5 Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy.
  - Ask questions to obtain accurate information.

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## PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

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- FT2-3.13.1 Apply the skills and mindset of self-direction/self-regulation to accomplish a project.
  - Establish priorities and set challenging, achievable goals.
  - Create a plan with specific timelines for completion to achieve the goals.
  - Take initiative to select strategies, resources and/or learning opportunities to accomplish the task(s) in the plan.
  - Identify the success criteria/metrics to determine the effectiveness of the outcome for each goal.
- FT2-3.13.2 Adapt to organizational changes and expectations while maintaining productive and cooperative relationships with colleagues.

- Monitor progress/productivity and self-correct during the learning process.
- FT2-3.13.3 Select and use appropriate technologies to increase productivity.
  - Use appropriate technology tools and resources to create and deliver a product.
- FT2-3.13.4 Employ leadership skills that build respectful relationships and advance the organization (e.g., recognize and engage individual strengths, plan for unanticipated changes, pursue solutions/improvements).
  - Reflect upon learning (strengths and weaknesses) and use feedback to modify work or improve performance.
  - Persist when faced with obstacles or challenges.
- FT2-3.13.5 Pursue career advancement opportunities.
  - Pursue formal learning opportunities.

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## PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

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- FT2-3.14.1 Identify problems and use strategies and resources to innovate and/or devise plausible solutions.
  - Use relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible; put selected alternatives through trials to determine their helpfulness or benefit.
- FT2-3.14.2 Take action or make decisions supported by evidence and reasoning.
  - Evaluate sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
  - Demonstrate ethical reasoning and judgment by clearly sharing multiple perspectives on why the proposed course of action is ethically the best decision.
  - Use inquiry and reflection to take action.
  - Explain why a proposed course of action is ethically the best decision.
- FT2-3.14.3 Transfer knowledge/skills from one situation/context to another.
  - Apply knowledge and skills in new contexts.

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## PROFESSIONAL SKILLS: COLLABORATION

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- FT2-3.15.1 Take responsibility for any role on a team and accurately describe and perform the duties of each role, including leadership.
  - Assess project needs and work with a team in a positive manner to create a final project.
  - Build team relationships.
- FT2-3.15.2 Integrate diverse ideas, opinions, and perspectives of the team and negotiate to reach workable solutions.
  - Contribute personal strengths to a project.
  - Respect the contributions of others.
  - Utilize technologies that promote collaboration and productivity, as appropriate or needed.
- FT2-3.15.3 Prioritize and monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed.
  - Proactively solicit feedback; accept and show appreciation for constructive feedback.
  - Act upon feedback to achieve team goals.
  - Develop a plan for improving individual participation and group productivity.
- FT2-3.15.4 Submit high-quality products that meet the specifications for the assigned task.
  - Critique and reflect on individual and collaborative strengths and weaknesses.